

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIII.

ST. LOUIS, MARCH 1880.

No. 3.

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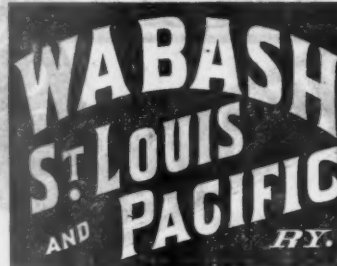
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ST. LOUIS, MARCH, 1880.

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We do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

The people are ready for a forward movement in school matters. They want better schools and school houses—better teachers and longer school terms.

Try a vote for a six months school at the next annual meeting, to be held on the first Tuesday in April.

THERE is plenty of time between now and the first Tuesday in April to work up an interest which will insure a six months' school, secure a more liberal estimate for teachers' wages, and a levy of taxes so that the treasurer will have funds to pay the teachers every month.

SCHOOL officers will find several items of interest to them in this issue of the JOURNAL.

The people will sustain them in making arrangements for longer school terms, and for securing better teachers.

Pages 10 and 11 will interest them, too.

As a conservator of the peace, and holding, as we do, the balance of power in the journalistic world of the Mississippi Valley, we feel called upon to rebuke, mildly, as we do here and now, the belligerency of the bellicose trio, of the "blue-ribbon" brigade who run the editorial departments of the *Globe-Democrat*, the *Republican*, and the *Post-Dispatch*.

We hope the Editorial Convention of Missouri, soon to assemble in Sedalia, will forgive this late episode and receive the repentant members into fellowship again.

It might be well to have, them learn and recite to the Convention, each in turn, the beautiful hymn of Dr. Watts, showing how very naughty it is to

"Tear out each other's eyes."

Let them all sign the pledge over again, Hyde, McCullagh and Pulitzer, and pin on another "ribbon" to take the place of those tattered and faded shreds that flutter along the gutters of Fourth street, brush off the mud, put arnica on their "black eyes," and hereafter be "nice boys," and not get excited again till after the people have voted for, and inaugurated the next President, and then we will tell them who it is.

HON. R. D. SHANNON, State Superintendent of Public Schools of Missouri, in the thirtieth annual report gives the *Normal Schools* of the State the following endorsement. He says: "A case of failure on the part of any of the hundreds of graduates of our Normals now teaching in Missouri, has not fallen under my observation."

"The facts as they exist and are above stated, are a presumption little short of proof, of the value of professional training for teachers."

"The advantage of, nay the necessity for, such training in order to secure, with any degree of certainty, successful teachers, is so generally recognized that a majority of our private and denominational schools have established 'normal departments.'"

SCHOOL supplies of all kinds will cost about 50 per cent. more than last year. Nails, screws, iron, alcohol for liquid slating, varnish, cloth, paper, printing—all these things will have to be advanced in price enough to cover the advance in the cost of materials. These facts must be considered and provided for at the coming meeting.

THE duties of the district clerk are very clearly and fully defined on page 11 in the admirable instructions of the State Superintendent of Public Schools of Missouri.

They should be read carefully and followed to the letter.

THE State Superintendent of Missouri, in the new edition of the school laws, page 16, gives some valuable and practical information bearing upon the powers and duties of the annual school meeting, which is to be held the first Tuesday in April—the 6th.

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THE annual school meetings in about ten thousand districts in Missouri are held the first Tuesday in April—the 6th day of the month.

Are you all ready with the "estimates" for these meetings?

Nearly everything has doubled in price the last six months, and provision should be made for this in estimating for the wages of teachers, and in the "incidental fund" too.

Nails and screws have gone up two or three hundred per cent, iron for castings for school desks over one hundred per cent.

The same advance has been made in the price of lumber, shellac varnish, and all else that enters into the manufacture of school desks and school supplies of all kinds.

We invite attention to the eight distinct specific statements of the advantages of McGuffey's Revised Readers, made by the publishers, Van Antwerp, Bragg & Co., on our first page.

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Look over both the advantages and prices.

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WE are pleased to note the quick and kindly response made to our suggestion to have the taxes so levied and collected as that our teachers can be paid the wages they earn every month.

A letter just received from a school officer in

TEXAS,

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"For one I respond cheerfully to the suggestions made in the AMERICAN JOURNAL OF EDUCATION that our teachers be paid *every month*.

It can be done by a little effort and foresight.

Will you please publish that provision of the

ILLINOIS SCHOOL LAW

bearing upon this point so that we may incorporate it in the school law of Texas as speedily as possible.

You will see by the following "notice to teachers" that some of our teachers in Texas are invited to call and present claims as far back as 1873. They have waited

SEVEN YEARS

for wages earned in 1873!

"Notice is hereby given to all teachers of Cass county, Texas, holding claims for services rendered in the public schools of Cass county, from September 1, 1873, to August 31, 1876, to present the same to the Auditorial Board for Cass county, on or before the 1st day of March, 1880, at which time said board will meet in the town of Linden at the courthouse, for the purpose of passing upon such claims.

P. A. SWINK, President.

January 21, 1880."

ZERO."

Think of waiting during *seven* years for payment! Meantime how have the teachers managed to live—pay for board and clothes and for books and papers, for stationery and postage, etc., etc.?

The Illinois law, Sec. 53 on page 34 of the last edition of the law reads as follows:

"Teachers' wages are hereby declared due and payable monthly; and upon certifying to the schedule as aforesaid the directors shall at once make out and deliver to the teacher an order upon the township treasurer for the amount named in the schedule; which order shall state the rate at which the teacher is paid according to his contract, the limits of the time for which the order pays, and that the directors have duly certified a schedule covering this time."

THE so-called "Quincy system," says Superintendent Parker, contains nothing new. It is as old as man, and I feel ashamed sometimes when I am credited with having made any discovery. It is the principle which all the grand teachers of the world have used—Aristotle, Bacon, and all of the others—men who taught the thought,

In 1878 the taxable property in the State of Missouri was valued at \$628,429.216. In 1879 the Legislature appropriated \$15,000 to each of the three normal schools. If I paid taxes on \$10,000 what did these schools cost me last year?

There are many thousands of boys and girls in our common schools who can answer that question for you.

Get them to do it.

AN EDUCATIONAL QUALIFICATION.

Editors American Journal of Education:

IN order to bring this question into definite shape for specific action, I respectfully submit a formula for a petition and an amendment to the constitution.

Perhaps some one may be able to improve the phraseology of both. If so, all right.

I hope this may result in the formation of clubs or some kind of an organized effort to canvass the question on its merits, the result of which will be to carry the amendment in every State in the Union.

S. S.

FORM OF PETITION.

We the undersigned, citizens of _____ congressional district, in the State of _____, do hereby petition and request Congress to propose an additional amendment to the Constitution of the United States, requiring an *educational qualification* of every voter in the Union, to be sent to the various Legislatures or State Conventions, as the case may be, as provided for in *Article V* of the Constitution, for the purpose of obtaining the requisite ratifications of said State Legislatures or Conventions, so that the said proposed amendment may become *valid as a part of the Constitution of the United States*.

Names.

Names.

AMENDMENT TO THE CONSTITUTION.

ART. XVI.

After the first day of January, in the year eighteen hundred and eighty-five, in addition to the lawful age of twenty-one years, prescribed in the Fourteenth amendment to the Constitution, every voter shall be required to possess the ability of *reading well* in the English language.

A certain and specific test of said ability shall be the fact and production of proof to substantiate the same, that the voter shall have read in its entirety, the Constitution of the United States.

This educational qualification shall be applicable to voting at all elections of representatives of Congress from the several States, and elections for President or Vice President or Presidential electors.

It shall not be enforced as a qualification for voting for State, county,

or municipal officers in the several States of the Union. Nor shall it prevent the Legislatures of the respective States from passing such other educational requirements or tests as may be deemed proper in the different States.

Congress shall have power to pass such laws as are necessary to carry into effect this amendment.

THE man who pays taxes on \$5,000 ought to be considered pretty well off. The three Missouri normal schools cost him less than 18 cents last year. Less than the price of four nickel cigars pays it.

Provision should be made at the annual meetings by vote for continuing the schools *six months* at least. It is poor economy to hire a teacher and take the time of pupils three months, and then turn them out to lose in the other *nine months*, all they have acquired in the three months. We can never raise up a people in this way competent to legislate wisely, or to compete with the "lobby" members who want to put "jobs" through the Legislature; jobs that the people must pay for.

BETTER SUPERVISION.

HON. J. B. PRATT, of Wisconsin, makes very plain the necessity, not only of a better system of supervision for our schools, but for better school houses, with the following statement of facts.

He says, very truly, that

Our educational progress does not keep pace with progress in other things.

Pass from the elegance and finish of a railroad train, from the precision of the work done in a modern saw-mill or sash-factory, into a half dozen different rotting-log or tumble-down frame school houses, and note the monotonous, lifeless work too often done there.

The explanation of the difference is found in the fact, that most other forms of human activity are *systematized*, are under proper supervision. They are also conducted by skilled workmen, with an intelligent purpose to secure the best results.

In the matter of the erection of

SCHOOL-HOUSES,

too much is left, as in other features of our school system, to local enterprise and intelligence; too much, I mean, if it is the function and duty of the State to provide for an *efficient* system of public instruction. And I might therefore answer the question before me in a general way, and say that the first and chief thing to be done, to secure better school houses, as well as schools, is to remodel our

system; to give it more unity and strength. So long as certain features of our system, in organization and oversight continue; so long as we have so feeble an amount of external or central authority or influence brought to bear, we shall continue to have feeble and unsatisfactory results. But I must attempt to show what can be done to secure

BETTER SCHOOL HOUSES

under existing circumstances.

Something can be done, by the practice of publishing, in connection with the successive issues of the school code, or separately, plans for school houses, accompanied by plain and well considered instructions. Not merely the necessary mechanical and architectural instructions, and diagrams, but information furnished by the best experts whose services can be obtained, as to all that concerns the uses and needs of the school house. What we want, is a plain, sensible manual for those who wish to erect a comfortable school house, not devoid of architectural beauty, but really suited to practical wants; a manual of information that shall enable those who carefully follow it, to build according to the most advanced knowledge, as to the laws of school-hygiene,—all that relates to

SEATING,

lighting, warming and ventilating the house, and to all the other accessories that need to be considered.

The educational authorities of the State should take steps at once to remedy this evil, lest they become *particeps criminis* in the erection of buildings for the use of children, that offend not only against all the canons of good taste, but all the laws of school hygiene.

In that general movement now observable towards sanitary reform, and in what is happily termed preventive medicine, it is not surprising that attention has been drawn anew to the hygiene of the school house. In Minnesota, in Rhode Island and in New York, as well as in our own State, reports have been made covering the subject. The *Plumber and Sanitary Engineer*, published in New York, is furnishing valuable articles on the subject, and announces a \$500 competition for a

MODEL PUBLIC SCHOOL HOUSE,

the award to be made by a committee distinguished for its professional knowledge and experience.

The model building for which premiums are offered, is to be of a size to accommodate eight hundred children; but such valuable principles or appliances as may be embodied in the "ten best designs" submitted, must be more or less valuable for smaller buildings, and I would therefore give

emphasis to the sanitary as well as pecuniary argument.

A competent committee who should carefully examine this whole subject and report upon it, would be doing the State, and the children of the State, a good service.

My neighbor paid taxes on \$1,000 worth of property last year; what did the Missouri normal schools cost him?

Less than four cents. Only one common cigar less would have more than paid his normal school tax.

In every State, and in every school district of every State—the wise, equitable and permanent basis for a public school system is to tax all the property, real and personal, to maintain public schools eight or ten months in the year.

Is the law plain and specific and adequate to accomplish this at present?

If not, no time should be lost in creating a public sentiment which will demand and enforce such a law.

THE SPRINGTIME OF CHILDHOOD.

WHEN the March number of the JOURNAL reaches the subscriber and the reader, it will be Spring, but not equally so in all the latitudes, from the farthest north to the sunniest south where it will be read, for it will be Spring crowned with green leaves and brilliant with blossoms through all the Gulf States, but at the North it will be only the signs of Spring slowly coming, with ice melting a little, and snow vanishing in spots, here and there, in warmer nooks, and a few earliest flowers timidly venturing into bloom. But, in due time, with the genial warmth of the sun, as he mounts higher every noon towards the zenith, and throws his beams a little more vertically, or less obliquely, on the face of the world in our northern latitudes, it will come, at last, in full bloom and verdure and sweetness everywhere over the broad and vast expanse of the continent to the unknown regions of the arctic zone.

It is the genial and continuous warmth that, added to all other influences, creates the attributes and charms of Spring, wherever it adorns hill or vale, mountain, prairie, or plain.

If only teachers, and parents, and guardians, and all the grown folks would realize that the sunshine of the soul is the only warmth and light that can create and sustain the springtime of childhood!

Alas! how wintry and ice-bound is the life of the child who never received from father or mother, or older

friend the warm-hearted love and sympathy, the genial tenderness and fondling care that childhood needs more than the flowers need it.

How blessed is the child who lives in the perpetual sunshine both in home and school!

THE amount of money for each individual tax-payer in the school district will be found to be very small in order to continue the school six months, as a large portion of the property which is taxed to defray the expenses belongs to non-residents and to the railroads.

These non-resident taxpayers are largely benefited by good schools.

School facilities add to the value of property; train the pupils to industry, to obedience to law, to order, to economy, to thrift, and they produce more and save more.

Taxes are gathered easily among an intelligent, industrious, law-abiding people, because money is earned easily, and all their products find a ready sale.

These are the advantages of good schools. Facts which should be stated in the local papers, and at the annual meetings.

Circulate the printed page, and these results become familiar to all.

HIGH IDEALS.

THE intelligent, honorable, enthusiastic teacher forms a high ideal and a just one—an ideal of what each child can become by due process of training, and an ideal, therefore, of duty and of beauty, for the mind, for the moral nature, and for the physique of the child to ascend and to realize. The ideal of ascent and attainment and power for each scholar is wholly individual, is conceived from that one group of talents, tastes and habits—is carefully projected in scientific proportion, and is quite a possible thing to be embodied. Had the Theban general delayed but an hour longer, the victory might have been secured and the rout of the enemy entire and overwhelming, for he was one of the greatest of all generals.

But the ideal is so far above the real, in most cases, and the plan so much superior to the work, as to remind one of the sculptor before his marble, and to suggest the painful doubt whether its flaws and veins may not be the ruin of the exquisite ideal which the master's mind has formed.

The scholar, the father, the mother, coarse habits, painful necessities, the negligent trustee or member of the educational board, scanty funds, passion, pride, indolence, fitful moods, self-conceit, scorn—how many a flaw

and vein in the material from which the teacher would fain carve out a glorious intellect and a patriotic spirit, but loses it all, even in the moment of seeming victory. "Chill penury," great wealth, personal caprice, the power of bad example, hope deferred too long, and what not else, may shatter the statue at the final hour of completion and beauty.

Yet we must maintain the purest and finest ideal of achievement. We must not sink with our failures, nor lose heart and hope with the poor specimens of culture we can produce. Finer poems have been conceived, and profounder philosophies, and grander pictures, and nobler realms, than ever have been brought to perfection, as with the musicians—

"Who, through long days of labor,
And nights devoid of ease,
Still heard in their souls the music
Of wonderful melodies."

To harmonize the finest ideal of each child's capabilities with the best culture and development possible within the limits of time and place and counter-influences; to see what can actually be done for each one, and with each one, and above all else, by each one, for himself, as the chief agent, after all, in the limitless work of intellectual growth; to inspire such motives as will affect and change the will from good to better, from better to best, and this with the conscious and cordial co-operation of the scholar with whom you labor; to induce each one to rise, if not to the godlike stature and imperial majesty of the greatest souls, yet to as great a height and noble a post as you can induce and persuade; to enter into all the sensibilities, the tastes, the powers of the young student as if you were his vital air and genial light—all these are means of elevating the young into a nobler ideal than they could usually frame for themselves, into enchanting heights where a wider horizon, and ever enlarging, is always opening fresh and magnificent landscapes to the enraptured eye of the successful student.

THE *Southeast Normal* says with emphasis: "Give us the old county superintendent with increased duties, powers and wages. We must pay for education. We do not hesitate to pay our clerks and other officers, and why should we hesitate to pay for a proper supervision of our schools?"

Such men as Shelton, Carleton, Fisher, Wilson, and others in Southeast Missouri, would be worth thousands of dollars as county superintendents, while they can do but little as commissioners.

Shall we have the change?"

It is fair to presume that a few of the tax-paying citizens of Missouri pay taxes on perhaps not over \$500. The three normal schools with their 1200 students in 1879 cost all such less than 2 cents each.

CONGRESSIONAL DISTRICT INST.

BRIDGETON, Mo., Feb., 1880.

Editors Journal of Education:

PROFOUNDLY impressed as I am with the necessity and importance of "Normal Institutes" in their aims and efforts to prepare teachers for their work, I do not think our educational system will ever be complete until they become by statutory enactment thoroughly engrafted into that system.

Cannot some plan be devised or system projected that will develop to their fullest extent these great educational instrumentalities?

Suppose we inaugurate a system of quarterly institutes in each

CONGRESSIONAL DISTRICT.

Let a permanent Institutor be employed, or let this work be divided among the several County Commissioners, and let the conductor be supported by a fee from each teacher.

I speak because I feel the need of this thing.

Are we not many of us falling into the rear? Look around and see who they are that lead the educational van. Are they not those who make the greatest effort to keep up with the spirit of the age, and endeavor in every way to keep themselves posted, to prepare themselves fully for the work of building up citizenship?

Fellow-teachers, ours is a too high, too sacred a trust for us not to feel as we ought to feel our insufficiency without proper equipment for our work. And then, too, there is reserved for every one who will work, a wide field. Who will be satisfied with moderate attainments? We cannot afford to be weak. Show yourselves to be competent men and women, or quit teaching.

But I speak more particularly of our needs just here. Let the teachers of St. Louis, St. Charles, Warren and Lincoln counties unite and hold a district Normal Institute at some central point, say Troy, Lincoln county, Mo. What a power for good, both to teachers and the people, would a four or five weeks' Institute be, if held at Wentzville, Troy, or some other central point.

Other sections are waking up upon this question, why should we be behind? I appeal to the teachers of the counties mentioned to give it a fair trial. I am willing to be one of twenty to bear the expenses of employing instructors. Let us have, too, the very best talent, and success will crown our efforts. We must be willing to make some sacrifices to inaugurate the movement. S.

THE PUBLIC SCHOOL QUESTION.

BY H. H. MORGAN.

ANY reasonable examination of the facts in the case will satisfy an unprejudiced person that public instruction has furnished more for its cost than any other one institution; and its cost has been very small in comparison with other community outlays of which we do not complain. This, too, has been achieved despite the fact that want of faith and ignorance have hampered the efforts of those to whom its management has been entrusted. Furthermore there is no other institution of our civil society which so invites thorough inspection, and which so universally furnishes the means for a strict examination.

To an unusual degree any assertions of the friends of public education admit of proof or disproof; the expense, the social and industrial status of the pupils, the results sought and attained—all these questions and many more have answers within the reach of any one who does not prefer zeal without knowledge.

A VITAL INTEREST.

And yet a vital interest, such as that of public instruction is subjected to the caprice of those who propose changes without being sure of the need for or the certainty of reform; and of those whose objections are frequently groundless, and frequently unreasonable.

We need therefore an idea of education and the dissemination of this idea together with the relation of everything in the system to this idea.

The difficulty of definitions arises from the fact that when generous enough to include partial views they necessarily become abstract and lack in exactness what they gain in completeness.

The theory of education in the history of the whole world through all time is well expressed in a definition given by one of our local papers:

"The function of education," the writer says, "is to develop the natural faculties of the pupils which underlie the special occupations."

This view is in accord with the views of the wisest educators of the present as well as of the past, although in regard to methods these educators may differ as widely as Huxley and the Chancellor of Oxford or Cambridge.

This view, moreover, is in no wise in opposition to training and industrial schools, except in so far as these offer themselves as substitutes for, instead of as complements of, the usual elementary intellectual education.

Yet many persons fail to see this,

partly because they regard our public schools as a provision for the proletariat, and partly because they use the common argument that because they don't see why a thing should be that therefore there can be no good reason for it.

Underlying the objections of a large part of those opponents who represent the "educated classes," is the thought that the public schools are for the masses only; that they are a concession to the communistic spirit; that because, as they say, the mass of people must always be "hewers of wood and drawers of water," that therefore the schools are to take account only of these in spite of the fact that neither the mass nor the few are wholly removed from "ordinary people."

That this view is false will be evident upon the most cursory examination.

WHO ACHIEVE SUCCESS.

In the first place an appeal to the people who represent any kind of success will show that the larger number are the founders of their own family fortunes; that they have come from what these objectors call the "mass," and that it is neither possible nor desirable to prevent this.

The impossibility need hardly be dwelt upon when in spite of the recommendations for each one to be satisfied with his present station; in spite of the influence exerted by those who hold to the doctrine of caste—an influence exerted through the press, the pulpit, the commercial mart, and through all the channels of human activity; in spite of superior advantages for the exertion of this influence,—the individuals who compose this "mass" refuse to heed such admonitions, and persistently strive to possess for themselves or their children a larger share of the good things of this world and of the next.

Very few of our wealthy, or influential, or prominent men and women represent success prepared for them by others; almost all of them represent success won against every disadvantage except that of ability, and enforce the lesson that all the prejudice of caste, race, religion could not prevail against the ability and persistency of a Disraeli.

The undesirability rests upon the fact that all of our institutions, all of our prosperity, has been due to our doctrine that while the "mass" must always remain a "mass" it is safer to let its composition be determined by natural laws than by the legislation of interested parties.

To-day we stand in the presence of the fact that in all the countries of Europe we have either an immovable caste, together with anything but material prosperity; or we have as

in France and England a theory of caste open to constant modification by the intermarriage of classes or by the ennobling of the middle classes.

To-day we are met by the fact that even in France and England they are aware that public education, and more than that public secondary education is felt to be a necessity to the continued prosperity of these countries, and that these countries have been helped to this conclusion by a careful examination of institutions in this country, and by a success on our part which threatens the commercial supremacy of France and England—in short that through the "nerve of the pocket" this sensation has been communicated.

Hence it is that it is so preposterous for men to talk about the absurdity of a washerwoman's son receiving a liberal education.

But apart from the fact that it is impossible to exclude from the educated, socially prominent, and wealthy classes all but the present representatives and their heirs; that it would be undesirable to do this even if the only point to be considered were the tastes, preferences and material prosperity of these classes; apart from these considerations it seems to be about time for some one to ask, Whose children are these that go to the public schools; children of people who belong to the "masses," whose parents are only "washerwomen and laborers," and whom it is therefore safe to insult with the most transparent slanders?

WHO ARE THEY?

Whose children are these of whom a prominent divine spoke in the recent Evangelical Synod when discoursing upon the immorality of the public schools?

Are the public schools confined in their sphere of usefulness to the instruction of gamins and street Arabs? or do these take their place with all other orders of our people except those who do not wish the unmannerly knaves to come between the wind and their nobility, or those who for many and sufficient reasons require special training for their children?

Is it possible that a great public interest shall be trifled with in this way? Is it not necessary that we who believe in public education, not as a communistic idea, not as a means to provide an instrumentality for "running" the affairs of the "masses," and to seeing that they mind such business as we in our wisdom assign to them; we who believe that schools supported at public expense in the interests of any class are in every respect harmful, and are unjust impositions; we who believe that public education is chiefly desirable because it brings together all

classes and provides for the transference of the individual from the class in which he was born to the class for which he has fitted himself: it is time, I repeat, that we challenge such statements and call upon those who make them to prove the belief that is in them.

COURSE OF STUDY IN HISTORY.

BY W. T. HARRIS.

HISTORY has its side of immediate interest to the child, in the form of tales and stories. For the first years of the child these take the form of mere skeleton types or outlines of historical deeds and events. Such types or outlines are the nursery tales (the rhymes of "Mother Goose," and the wonderful story of Jack and the Giants, as well as the later fairy stories and romances).

What man can do or perform as a single individual is a very trivial affair compared with what he can do as a social whole—an army, a nation, or the human race. But history relates chiefly to what is accomplished as social or political organisms, and hence its deeds are too great and too complex to be seized and comprehended by the child when told in simple prose. Hence it is that the

MUSE OF HISTORY

has wrapped up in a garb of symbol the contents of human deeds as social, national, or universal, and served them up to him in the form of types. He finds it marvellously interesting to listen to the exploits of Jack the Giant-Killer, feeling within his deepest instincts the possibility of some such realities for himself. The social whole—the State, the Church, the corporation, the army, the institution of whatever kind—all these are only different forms of existence of man's self; they are his greater selves, which unfold one by one from him as he lives through time, and combines with his fellow-men to form these institutions. In

THE FAMILY

each one reaps the collective nurture of all: the child has his feeble strength and his inexperience reinforced by the mature strength and wisdom of his parents and elders; wavering old age finds its auxiliary in youth. The inequalities of health, age, sex and disposition are thus complemented and rendered innocuous. Again, in civil society, the division of labor equalizes the differences of climate and season and the capabilities for skill, and enables each one to concentrate his whole time and attention upon a special branch of industry, and thus gain great skill and great productive power; while by trade and commerce he is allowed to share in

the productions of all mankind, in all climes, and in all seasons. In

THE STATE,

each citizen is protected in his lawful vocation by the solid force of the entire nation. Looked at as thus reinforced by institutions, the individual before our eyes grows in size and power until we see him as a giant, or as a magician, possessed of superhuman strength, shoes of swiftness, and omniscient intellect. The ability to see man's greater selves, as embodied in institutions, is a faculty of the mind which has been called *insight*.

But how shall the child grow into this "insight"? The poetic faculty of man gives him the power to see these great realities of human life in a symbolic form. How can we pass over to the prose reality, so that we shall lose nothing of the gigantic greatness of the combinations, and yet be able to seize the events in their complex of details?

The answer to these questions, if developed as

A COURSE OF STUDY

in history, will contain within it a discipline into the method of thinking the deeds of man in their relations to his institutions, not as causes simply, nor as effects simply, but as in reciprocal action—as producers and produced. If such a course of study can be formed, it will do much to aid those disciplines of the school which relate to the development of the pupil's directive power over men.

While mathematics and the natural sciences endow the scholar with directive power over matter, and enable him to combine things and forces, on the other hand, the studies of language, literature and history endow him with insight into human nature, and make clear to him the means by which the combination of man with man takes place, and those "giant selves" called *institutions* arise. The following

SYLLABUS

is prepared with these ends in view, for use in the St. Louis public schools.

(The time to be devoted to these history-lessons is the same in amount as the time devoted to natural science; and as the latter is assigned to Wednesday afternoon, it has been thought best to assign the history lessons to Friday afternoon.)

FIRST YEAR OR GRADE.

(Oral geography does not commence in this grade until the close of the second quarter, and for the balance of the year or grade it is confined to place, direction, familiar localities, relative size, distance, and the methods of representing them on the map. On account of the deficiency of geographical knowledge in this grade, the history lessons must not go outside of biography, nor into

such details of biography as cannot be illustrated from the localities which have been used as topics in the oral geography lesson. Hence it is best for the teacher to collect

A SERIES OF ANECDOTES

regarding distinguished men of history—anecdotes that are characteristic of the lives and habits of those men, and which at the same time convey some useful lesson to the pupil. Such anecdotes, for example, should contain enough of the extraordinary, or adventurous, to make them interesting to children, and should bring into bold relief some moral attribute—say heroism, patriotism, self-control, kindness or generosity, considerateness, prudence, obedience to one's duty to parents or superiors, courtesy, self-denial, love for knowledge, willingness to serve others even at the sacrifice of one's own happiness, etc., etc. These stories may more naturally relate to the great men of one's own country; next, to those of Great Britain and Ireland; then to France and Germany; then to Greece and Rome.

THE OLD TESTAMENT

furnishes a great many typical stories illustrative of human life and conduct which will serve the purpose here.)

List of biographical personages suggested for characteristic anecdotes:—

Washington, Putnam, King Philip, John Smith, Wm. Penn, Queen Elizabeth, Miles Standish, Francis Drake, Henry Hudson, Samuel Adams, Franklin, Patrick Henry, Lord Cornwallis, Gen. Wolfe, Jefferson, Nathaniel Green, Lafayette, Paul Jones, Lord Delaware, Oliver Cromwell, Charles I. (of England), Cortez, Pizarro, Montezuma, Stuyvesant, John Adams, Robert Fulton, Andrew Jackson, Zachary Taylor, Francis Marion, Thomas H. Benton, Wm. Pitt.

SECOND YEAR OR GRADE.

(In the second year, oral geography takes up familiar towns and places; mountains, plains, and rivers; divisions of water and land; shape of the earth, and principal political divisions of America and Europe.) The history-course may begin to deal with great movements, which involve adventure and national significance. Care must be taken, however, not to run into minutiae, so as to cause the pupils to lose their hold on the grand purpose of the event. All subtle reflections should be avoided.

List of topics.—*First quarter:* Columbus and his voyages and discoveries; interesting incidents and circumstances of his early life, and his subsequent career in search of help for his great expedition; the treatment he received after his discoveries; describe and illustrate the appearance

of the Indians whom he found; also, the animals and plants, and meteorological phenomena, so far as can be made interesting. *Second quarter:* Cortez, Pizarro, De Soto, Balboa, Magellan, or any others among the discoverers, devoting one or more lessons to each, or treating of two or more discoveries in the same lesson, the tact of the teacher and her means of illustration determining her course. *Third quarter:* Settlements of colonies along the Atlantic coast, treating especially of Virginia, Massachusetts, New York and Pennsylvania, and as many others as the teacher can make interesting. *Fourth quarter:* Indian wars (e. g., King Philip's); habits of Indians and their appearance; anecdotes of the French and Indian war; story of Washington's journey to the Ohio, etc.; some account of the Revolution, such as is involved in the story of the Boston Tea Party, battles of Lexington and Bunker Hill, Lafayette (and aid from France), surrenders of Burgoyne and Lord Cornwallis, hardships of American army at Valley Forge, etc., etc.

THIRD YEAR OR GRADE.

(Geography has now progressed so far as to give the pupil some knowledge of the various technical terms used in geography, and of the description of the outlines of the eastern and western hemispheres, the oceans, and a more particular knowledge of the United State and other divisions of North America.) In this grade it is proposed to take up the so-called wonders of the world, so far as they relate to the works of man. *First quarter:* The Pyramids (included in the "seven wonders of the world"), size and appearance illustrated by drawings on the black-board, with other well-known buildings (e. g., the school-house) drawn near, for the sake of comparison; something about the Egyptians—their mummies, their grain-raising, and the peculiarities of the Nile; the Sphinx; the canal that now connects the Mediterranean and Red Seas, and the other canals built long ago by Rameses II. and by Ptolemy. *Second quarter:* The Colossus at Rhodes, and its suggestions as to commerce and the civilization of that time—the size of their vessels, whence they came, and whither they departed, and what they carried; the hanging gardens of Babylon; the Pharos of Alexandria; our "Eads bridge" across the Mississippi; the great suspension bridges at Niagara, at Brooklyn and Cincinnati,—comparison made as to size, purpose, etc. *Third quarter:* The great buildings of ancient and modern times—comparative size (height and ground-plan) illustrated on the black-board, and by such pictures and engravings

as can be obtained; Temple of Diana at Ephesus, Mausoleum of Halicarnassus, the Pantheon at Rome, the Coliseum, the Parthenon (compared with Girard College of Philadelphia), St. Peter's Church at Rome, St. Paul's Church of London, the Cologne Cathedral, the Capitol at Washington, the Centennial building, Bunker Hill monument, etc., etc. *Fourth quarter:* The famous roads out of Rome, Appian and Flaminian Ways, and others; the significance of road building as a means of security for the Government, besides its use in exchanging productions and in social intercourse—compare those roads with modern railroads; the system of aqueducts of Rome compared with the water-works of St. Louis, Chicago, New York and Boston; the national walls built for defence, and protected by towers, and with a highway for easy communication on the inside—the Chinese wall, Hadrian's wall in the North of England, between the Solway and the Tyne, and his wall connecting the Rhine and the Danube; the wall of Antonius in Scotland—compared with the modern chains of forts along rivers or the sea-coast.

THE *Meteor*, Ark., says: "Malvern has the best schools and school facilities of any town in Arkansas, and our people are fully aroused to the importance of keeping them well supported, and giving every influence necessary to insure success. There is nothing that speaks so well for a town and a people. Show us a town or neighborhood with nice churches and well-supported schools, and we will show you a prosperous and intelligent people—a town, a settlement, a community in which you can raise a family—a place in which you can live profitably and safely."

OUR letters from school officers and parents show a steady growing interest in the good work our teachers are doing. Schools are more successful and more largely attended than ever before.

Pupils are more punctual and more anxious to attend school.

In fact there is a pressing demand where teachers have done well for them to continue private schools after the public schools have closed.

People prefer to have the children learning something useful—forming good habits—and the children themselves have come to know that good habits and intelligence are in demand.

One must have something more than mere muscle now-a-days when so much manual labor is done by steam power.

It is hard for a person to come into competition with a steam engine.

TENNESSEE American Journal of Education.

W. F. SHROPSHIRE, Editor and Publisher
RIVES, OBION COUNTY, TENN.

In future, all communications for the **TENNESSEE AMERICAN JOURNAL OF EDUCATION**, and all subscriptions must be sent to the Tennessee Editor, at Rives, Tenn. Parties failing to receive their paper promptly, will please notify us, and the matter will be attended to at once.

TENNESSEE.

HON. LEON TROUSDALE, the efficient and careful State Sup't of Schools, has issued an important opinion bearing upon the training and habits and character of the future citizens of the State.

Of course the object of the school training in Tennessee, as well as in every other State, involving the culture of the people, is to make better citizens. Obedience, good-will, helpfulness, restraint of temper and passion—all of those virtues, in short, which help to develop and establish character, come legitimately and inevitably into school training.

Hence, parents and guardians, and school officers should always and everywhere, aid and sustain the teachers in their legitimate work of training and discipline, out of school as well as in school.

A number of important inquiries propounded have been very fully and clearly answered bearing upon how far the

AUTHORITY OF THE TEACHER

could be exercised outside the school room.

Several authorities are quoted, but the following seems to us to cover the points involved:

"The jurisdiction and authority of the teacher over the pupil is neither limited by the school house walls nor to the time the school is actually in session. As a general rule, in all matters legitimately connected with the schools and the manners and morals of the scholars, the teacher's jurisdiction, conjointly with that of the parent, commences when pupils leave the parental roof and control to go to school and continues until their return from school. The teacher, however, is not responsible for the misconduct of pupils on the way to and from school, though he has the right to punish for such misconduct, when brought to his knowledge."—Common School Laws of Pennsylvania, and decisions of the Superintendent, p. 48.

Your other question as to "How many hours a day our public schools should be taught?" I answer—That the old idea that the school should be taught from sunrise to sunset is thoroughly exploded, it being well known that such long confinement tends to

dull the brightest intellect and to stimulate a detestation of study. More progress can be made in half the time, and leave the mind fresh and elastic; besides that, the physical nature is not injured or destroyed by too close confinement. I would give eight hours to school sessions in the country, two more than are generally allotted to them in cities. The reason for this is that, in the country, the pupils generally have domestic duties to discharge at home, thus preventing them from attending to study at night and morning, while, in town, most pupils have nothing that should engage their attention at home, except the necessary hours for recreation, which may be allowed them between the dismissal of school and night.

Having thus answered your questions, I trust, satisfactorily to the school interests of the State, I am, sir, yours truly,

LEON TROUSDALE,
State Superintendent.

KEEP it before the people, by circulating the printed page, that a large portion of the property which is taxed to defray the expenses of furnishing and maintaining our schools, belongs to non-resident taxpayers, who are very greatly benefited by good schools—hence, the amount for each individual taxpayer who resides in the district to pay, is, when scattered over the whole taxable property, very small compared with the benefits the children derive from having the very best teachers.

A GOOD SUGGESTION.

MR. MAX ZABEL in the February number of the *Wisconsin Journal of Education*, in speaking of the education and training of the children, says:

It is of far more consequence than many think, whether the future farming population of our State and country is to be active, intelligent and progressive, or dull, ignorant, and without energy or thrift. A man whose mind is inactive and undeveloped, inevitably becomes stupid and sluggish. It is high time that this matter should receive most earnest attention.

I think a great impulse might be given in the right direction, without expense to the State and with very slight cost to the respective school districts. I would suggest

THE FOLLOWING PLAN:

Let a law be passed, making it a part of the duty of each public school teacher in a country school district to hold, on one evening in each week, at the district school house, a meeting of the older youth residing in the district, at which meeting he shall pre-

side and deliver a short lecture on some interesting topic, scientific or otherwise, and shall arrange and conduct other exercises of an entertaining and instructive character. To make such meetings attractive, a programme of about the following character might be observed:

1. Lecture of the teacher or some other person invited by him.
2. General conversation or discussion upon the topic of the lecture.
3. Music, vocal or instrumental, or both, if there should be musical talent among those assembled.
4. Conversation on matters of interest to agriculturists, or on public affairs of the district, town, county, or State, or on other subjects of general interest.

The success of such meetings would be greatly promoted, if many of the parents and friends of the young people should attend them. Their presence would aid in the preservation of order and decorum, and tend to give the exercises an earnest character and to stimulate those participating in them to do their best. One such meeting in a week would do more to quicken the intelligence and keep up the spirits of both young and old, than most persons would imagine. It would serve as a stimulus to the young to develop their minds and increase their knowledge; and the older people who should attend, would find great pleasure in the information gained, and especially in observing the growth and improvement of their children. S.

It is a good plan for our teachers to organize reading clubs and get the people together.

Parents are interested in seeing their children declaim, or read or recite.

It promotes harmony and good feeling in the school district to bring the patrons of your school together often.

It gives the teacher opportunity too not only to cultivate their acquaintance but to interest them in his or her work.

Get the people together often. It will pay. S.

BETTER PRIMARY TEACHERS.—The work of the lowest grade requires more culture and intelligence than are required to teach the pupils in any other grade. Says Superintendent F. W. Parker, in speaking of the "Quincy System": "The blackboard should be used extensively. Scholars should be taught to write well at first. I use script and not printing. Right here let me advise you to make a variety in your modes of teaching. If you have been teaching in one way that you think is the best, take an-

other method to-morrow." The new way will be a revelation to some of your dull pupils with whom you have been unable to do anything. A primer is defective as a means of teaching reading because words are not repeated often enough in it. And here, too, the blackboard is indispensable, because the words may be used in all relations. You should all be first rate writers, particularly those who teach in primary schools. This is the first step in the instruction which I gave to my apprentices. The order of teaching should be words, phrases and sentences."

ONE of the leading educators of West Virginia writes under date of Feb. 11th:

"No other paper contains so much matter *exactly* suited to our wants as the **AMERICAN JOURNAL OF EDUCATION**.

If teachers will read it and circulate it among the patrons and taxpayers our school system will rest on a *sure foundation*."

THE normal schools of the State of Missouri cost the people \$22,500 in 1879, or less than 80 cents to each one who pays taxes on \$10,000.

GOUGH ON BEER.

JOHN B. GOUGH in a recent lecture in Boston, giving an account of his visit to England said:

Beer is the great curse of Great Britain, and it is or will be the great curse of this country unless it is put down.

We have to fight it. It puts the devil into men, but it does not destroy his muscle, and he can strike and smash things as he pleases.

An Englishman gets drunk on beer and is brutal; a Scotchman gets drunk on whisky and is so limp that his wife can sleep with him without much trouble.

The sin of drunkenness is a peculiar one, for it marks a man at once. He may be a hypocrite in every other feature of life, but drunkenness makes itself felt and known at once, and cannot be hid.

The speaker gave several touching incidents, showing the degrading and debasing influence of the rum-drinking system all over the world, and he then argued that an evil like the one he had described needs a stern remedy.

It will not do to touch it round the edges, but to strike at the very center.

If he had a son he would rather take him to the lowest grog-shop in North street, and let him stay there an hour, than to have him go to one of the so-called fashionable drinking places of Boston, where his mother drinks the wine and the minister assents to it. [Loud applause.]

This may seem to be intemperate language, but it is not, said the speaker.

In the first locality he would see the

squalor, the filth, the indecency, the profanity, the loathsome sights, and would be disgusted.

There would be no fascination for him but disgust, and he would not stand the chance of becoming a drunkard as he would where drinking is fashionable and made fascinating.

The evil of intemperance is increasing in this country, and

SOMETHING MUST BE DONE.

Drinking is increasing among ladies and our drawing-room cars on our railroads are getting to be traveling grog-shops where you can get brandy, wine or any drink you please.

In England young ladies toss off their glass of wine, and carry as ornaments a wine flask at their side; and as it is in England, so it is fast getting to be in America.

The people will have to be aroused.

TEXAS.

A BROAD, as well as at home, Texas and her boundless wealth, her immense territory and inexhaustible resources, begin to attract the attention of travellers, statesmen and capitalists alike.

John Bright, in his great speech, made at the reception of Mr. Thomas Bayley Potter, who has been making a tour of this country, said, among other things, that:

"If you look at the map of the United States you will find at the extreme south the State of Texas, which was at one time a part of the Republic of Mexico. Subsequently it became independent, and was then annexed to the American Union.

There has been some discussion as to whether it is a desirable place to go. All I know is that it is very hot there, and a gentleman with whom I am acquainted went there to see whether his sons could settle there, but he came rather faster than he went, for he said if he had staid much longer he would have stayed there forever.

However, it is a wonderful State for the producing of cattle and cotton, and the size of the single

STATE OF TEXAS,

which is only one of the States of the Union, is 274,000 square miles. Austria has only 240,000, Germany has only 212,000, France has 204,000 the United Kingdom has 120,000. Therefore one State in the American Union—Texas—is more than twice as large as Great Britain and Ireland together. But there are three other States greater than Great Britain and Ireland united, and there are three others—Arizona, Nevada and Colorado—with 110,000 square miles each, which is little less than Great Britain and Ireland together, and you will find there after all these eleven Territories and States, each of which is greater, not than Great Britain and Ireland, but greater than England and Wales.

Well, from the statistical accounts from which I have taken these figures, I find it is stated positively that Texas can afford

TWELVE MILLION

acres of land to grow 12,000,000 bales

of cotton, which is about equal to the whole production and consumption of cotton each year over the whole globe.

So I hope that we shall have a supply of cotton at fair prices, and that some day or other we may have in respect of that more prosperous times than we have had during the last two or three years. [Cheers.]

Now, then, this country I am discussing has only been a country in a certain sense for

ONE HUNDRED YEARS.

One hundred years ago it consisted of thirteen small colonies, dependent upon this country.

Its population has now reached to 50,000,000, which is nearly a half, or about one half, more than the whole population of Great Britain and Ireland at this day.

I have no doubt there are scores in this room who, before they have lived to the age I have attained to, will live to see the day when the population of the United States will be more than double what it now is, and that it will pass 100,000,000 of people. [Cheers.] Now all the countries in Europe add to the population of the United States.

It is not the natural increase of their population which grows at this rate. From every State in Europe there are streams of emigration or immigration flowing toward America, and much of this arises from the foolishness of European people and European Governments—[cheers]—all needless expenditure, all unnecessary and grinding taxation, every harsh and needless law, foreign policy which is foolish or wicked, and costly laws which bind up the land and cause the great bulk of the population to be absolutely divorced from it. [Cheers.]

EUROPE'S FOLLIES.

Mr. Bancroft, the eminent American historian, has left it for future time in his admirable history. He says: 'The history of the colonization of North America is the history of the crime of Europe'—[cheers]—and I would say now that the history of a considerable portion of the rapid growth of the population in the United States is a history of the follies and the crimes of the Governments of Europe in our time. [Cheers.]

In Russia, for example, where among other freedoms they have not yet learned of the freedom of opinion in religious matters, the intolerance of the church and Government of Russia has driven large numbers of the population—notably a most peaceful sect, the Menonites—within the last five years to settle in the United States.

The military system and the intolerable exactions—military exactions—of the Empire of Germany are constantly driving great numbers of Germans to emigrate to America. In this country the

LAND MONOPOLY

which I have spoken of, which constantly tends to diminish the population occupying the soil of Great Britain—that monopoly which by

and by must fall—[cheers]—has had the effect of driving vast numbers—of which we have no accurate return—of peoples and families to America and the colonies, who would otherwise have remained forever industriously and, I hope, happily at home. 'Hear, hear!'

Is it not proper and pertinent to ask at this point and in this connection, whether the educational system and means of Texas are adequate to train to a citizenship and statesmanship, competent to discharge the duties and obligations of such an "empire" in such an age as this?

NO CRAMMING.

TO cram the stomach is to overload it with food. To cram a trunk is to pack in, or, perhaps, crowd in, more articles than it will properly hold. To cram a concert-room or a car is to let more people in than can comfortably fill it.

To cram a child's mind is to overload it with facts or truths; to crowd in more rapidly than it can take and keep; to press it on to learn more than it can understand or digest; and yet this cruelty, this egregious folly is very common everywhere among the ignorant parents and committee men, and among the unobserving teachers.

If the aches of the over-crowded mind were as palpable and distressing to the little victims and those who cram them, as the stomach-aches and other ills are loudly bewailed and otherwise published, the school room would resound often with the complaints and groans of the victims, the teachers would be appalled and justly horror-stricken for their unnatural offenses; the parents and all would hasten to remedy and relieve, and thenceforward to protect the children against such mal-conduct.

We would make it sound and resound in every grade of instruction from the lowest to the highest, with an absolute authority: "NO CRAMMING!"

The reasons are conclusive and unanswerable:

1. Cramming is a means of weakness. If the scholar stands it out and learns ultimately to digest and use his knowledge, yet it weakens the mind to be so surfeited with too much or unwelcome food, like the geese whose livers are over-fed in Strasbourg.

2. Cramming is a means of disgust and loathing, as when one is over-fed on honey or figs in childhood, it may be nauseous ever after; so a child compelled to learn what it cannot understand, remember nor enjoy, will loathe it, and at the first opportunity will quit it.

3. Cramming is a means of sickness, or downright sickness. Original power and thought, if neglected and opposed, are debilitated and etiolated, like potato-vines in a dark cellar. Dyspepsia of the mind is painfully common, as seen by the kind of reading, the style of books so

commonly drawn from public libraries, so much more fiction than all other, even including science and art, philosophy, history and poetry, all together.

4. Cramming is the means to demoralize and disorganize. Ask any physician or physiologist the effects of such surfeiting on the human stomach, and you will find it is ruinous. Even if the appetite had been so very keen and eager as to lead to the gluttony.

How much worse for the mind to be crammed, when the child's whole nature rebels and resists; when the taste, the memory, the attention, the imagination, the reason, each and all, rise up as armed warriors to repel such a cramming and glutting as an outrage beyond all odds more atrocious than the ruin of any bodily organ. The instincts of nature should be duly honored in the whole course of educating the mind and developing the soul, or nature will inflict a fearful and lasting revenge.

The coarsest clod-hopper or bog-trotter is too smart to feed animals unsuitably, as in giving the same feed and in the same quantity to horse, and cow, and sheep, and goat, and dog, and fowl. Yet the children are victims to a plan or system of uniform and indiscriminate education—so much in such a time, by such an age. That is the theory. Thank God! it often fails in practice, in spite of all the forcing, and stimulus, and pressure. The system should be suited to the individual, as the Sabbath was made for man, not the scholar made for the merciless uniformity of the system.

Old King Procrustes was all mercy, compared with the theorists who enact the procrustes of the intellect, for the victims of the former might live, though maimed or racked, and they suffered by an enemy, whereas the children, the innocents, in the hands of pretended friends, and unsuspecting of harm, struggle consciously but in vain, against the processes that at best clog and encumber the mind with a thousand things that are useless lumber, if remembered, and that are happily, almost all soon forgotten. The intellect of a Macaulay or a Newton would hardly have the power to rally from the strain upon the ordinary minds of commonplace children in many schools. We repeat earnestly, "NO CRAMMING!"

L. W. HART.

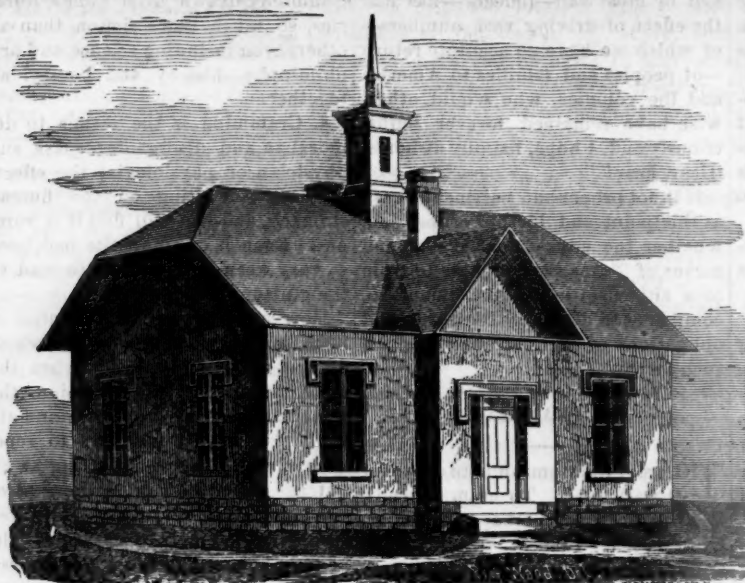
Encourage pupils to tell what they have read.

Ignorance on the part of the teacher should be promptly acknowledged. Insist on having proper order before proceeding to work.

Write words on board and have pupils use them in sentences.

Select several pupils occasionally to bring in lists of words for a spelling exercise.

Write on board names of places, etc., from geography and history, and have pupils locate and describe.



MODEL FOR A TWO ROOM SCHOOL HOUSE.

This design and ground plan will meet the wants of such school districts as have two departments, a primary and intermediate grade. It gives two excellent school rooms, well lighted and well ventilated, connected by folding doors, allowing the two apartments to unite in general exercises, or to throw the two rooms into one for exhibitions, meetings, etc.

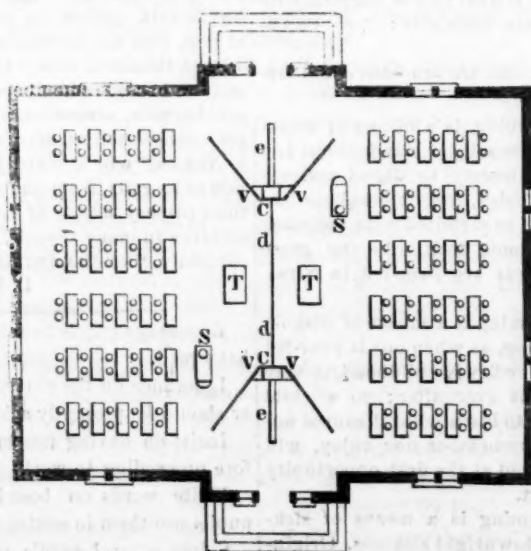
In sparsely settled neighborhoods, where school houses are frequently used for meetings and other purposes, this would make a very useful building.

There are two entrances, in opposite sides of the building, one for boys and the other for girls, and by a somewhat novel arrangement, a sort of double hall is afforded each side, without the expense of wings. The entire building is 36 by 52 feet, mak-

ing each school room 34 by 25 feet, with 14 feet space between the floor and ceiling.

More and more our best teachers are, in their teaching, using the *black-board*, employing the eye and training the hand to draw, at the same time. Every available space within reach, upon the walls of the school room, should be covered with black-boards of HOLBROOK'S LIQUID SLATING.

This house can be built and substantially furnished with the COMBINATION DESKS AND SEATS, or the IMPROVED PATENT GOTHIC School Desks and Seats, Teacher's Desk, Chairs, Blackboard, Globes, Maps, Charts, Bell, &c., for from \$1200 to \$1500. The architect, Mr. C. B. Clark of St. Louis, will furnish any other information desired, cheerfully and promptly.



GROUND PLAN.

d d, Sliding doors, sliding into the double partition, e e, partly dividing each hall. CC—Chimneys coming two feet below ceiling, and allowing sliding doors to pass beneath them. S S

--Stoves. V V—Ventilating flues coring down to the floor, and opening above ceiling in ventilating flues in chimneys. T T—Teachers' Desks.

THERE is no time to be lost in talking over "estimates" for school purposes for next year.

The large advance in prices ought to be recognized by school officers, and provided for in the estimates for teachers' wages.

In order to have good schools we must employ competent teachers, and if we wish to secure competent teachers provision must be made at the annual meeting for the money to pay them. They ought to be paid every month, too. Will the school officers look to this matter?

We hope so.

THE facts in regard to the great advance in the prices of living should be borne in mind and the estimates for teachers' wages should be adequate to cover this advance.

Yes; by all means organize and conduct private schools as soon as the public school closes.

A large number of teachers are already conducting private schools very successfully very much to the profit and interest of both the pupils and the parents.

Continuous school training helps all the time to form correct habits, promptness, industry, truthfulness and obedience.

Keep the children at school and under good influences.

If a copy of this issue of the JOURNAL should fall into the hands of any school officers—and we hope the teachers will see to it that it does go into such hands—they will find some profitable and interesting reading on pages 10 and 11, as well as on several other pages.

[We find the following in a late copy of the School Laws, and publish for the benefit of all concerned.]—EDS.

RULES FOR THE MANAGEMENT OF SCHOOL DISTRICT MEETINGS.

Much unpleasant litigation may be saved by observing the conditions and rules of order necessary to a legal meeting. A few suggestions and rules relative to the conduct of a district meeting are here appended:

I. Notice of all meetings, stating the object for which they are called, should be given as prescribed by law, and the directors should see that paper, ink, and all necessary conveniences are provided for the occasion.

II. When the time for the meeting has arrived beyond doubt, it is proper for some citizen to call the meeting to order and nominate a chairman. When this nomination is seconded, the person making it should take the vote, and introduce the chairman so elected.

III. The chairman should first call for the election of a secretary.

IV. The secretary should record all motions voted upon by the meeting, complete the minutes, and present them for the approval of the meeting before its close. These minutes, signed by the secretary and president of the meeting, should be placed in the hands of the clerk of the board of directors.

V. After the election of a secretary, the chairman should state the object of the meeting by reading a copy of the call, if possible. He should then state that the meeting is ready for any proposition relating to the business for which it is called. In conducting the business of the meeting, the following rules are observed in all rightly conducted deliberative assemblies. They are taken substantially from "Cushing's Manual:"

1. All business should be presented in the form of a motion, order, or resolution.

2. Any member of the meeting may present a motion, but to do this he must first rise, address the chairman, and be recognized by the chairman as having "a right to the floor."

3. No person is entitled to address the meeting, except under a pending motion, which has been seconded.

4. No person is entitled to speak more than twice upon the same question.

5. Any motion may be modified by a motion to amend, or to amend an amendment.

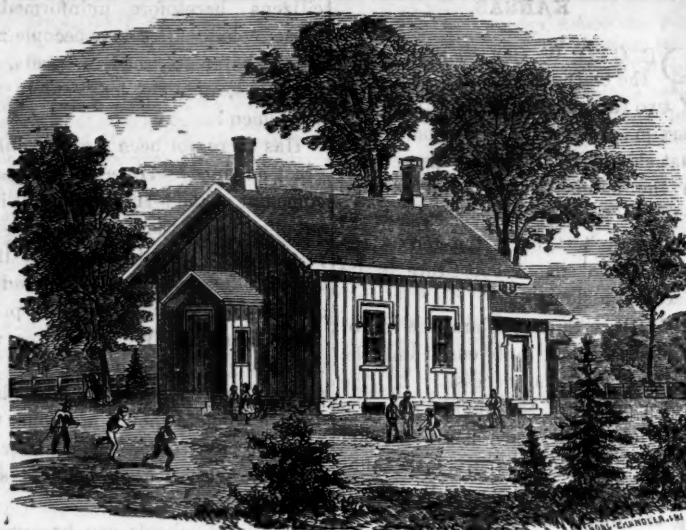
6. All amendments must be voted upon in the reverse order in which they are presented; that is, the last amendment must be voted on first.

7. There are certain motions which, from their nature, take precedence of all other motions, and in the following order: First—The motion to adjourn, which is not debatable, and supersedes all other motions whatsoever. Second—The motion to lay on the table, which is not debatable. Third—The motion for the previous question, which is not debatable. Fourth—The motion to postpone.

8. To suppress debate upon a pending proposition, any member may move the previous question. The chairman must then put the motion in this form: "Shall the main question be now put?" This motion is not debatable. If it prevails, the main question must be put, exactly as it stands. If the motion for the previous question does not prevail, it is the custom of ordinary deliberative meetings to allow debate, commitment, or amendment to proceed.

9. A motion already adopted may be reconsidered. The motion to reconsider places the question in precisely the same state and condition, and the same questions are to be put in relation to it as if the vote reconsidered had never been taken. Ordinarily the motion to reconsider is made by a person voting previously on the prevailing side and during the same meeting at which the original proposition was passed.

10. The motion to adjourn is always in order, but, having once failed, it cannot be repeated until other business has intervened.



SCHOOL HOUSES.

WE present two plans for school houses in this issue, for consideration at the annual meetings, to be held the first Tuesday in April.

One of the most prominent business men in St. Louis, Hon. S. D. Barlow, the Secretary and Treasurer of the St. Louis, Iron Mountain and Southern Railway, says:

"If we construct our school houses with a proper regard to style and finish, as well as to appropriate arrangements for their substantial requirements and comfort—we promote economy, attract a superior class of teachers, stimulate a higher sense of self-respect in the pupils, and, as a consequence, render the schools more efficient and the discipline less rigorous."

The above cut with this ground plan, represents a single-room school house, 20x30 feet, and 14 feet clear in height. Three rows of *Patent Gothic Desks and Seats* can be put in, or three rows of a cheaper style, "The Combination Desks and Seats," with the three back seats to start the rows with, seating 48 pupils, all that one teacher ought to have the care of. This will give room for a recitation seat and a platform for a teacher's desk, besides a small entry.

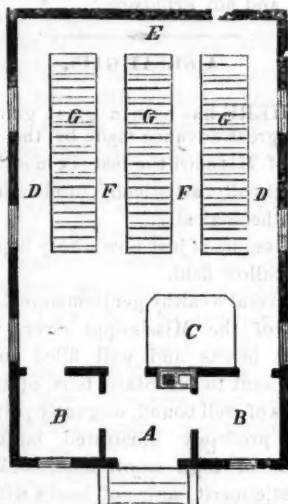
This house ought to be built and furnished with these seats and desks, blackboards of *Holbrook's Liquid Slating*, the best, all round the room, maps, charts, etc., for about \$650 to \$800.

FLOOR PLAN.

House 20x30, way of arranging desks, &c.: A—Entrance and hall 6x6 feet. B B—Wardrobes, 6x6 ft. C—Teacher's platform, 6x5 ft. D D—Side aisles, 3 feet wide, to give room to use the blackboards freely without interfering with pupils at their seats. F F—Middle aisle, 2 1-2 feet wide. G G G—Desks and seats, 3 1-2 feet long—that is, the floor space allowed

should be 3 1-2 feet by 2 1-2 feet each double desk, seating two pupils.

Of course there must be a place to teach provided, and some tools to work with.



Tools are as much a necessity for the teacher as a hoe or a plow for a man who works on the farm.

What your children do not get (it is well to remember) during the two or three years they attend school, they never get; hence the best should be provided in the way of a school house, a competent instructor, and some "tools" to work with—and it becomes your duty by law, by affection, by the love you bear your children, to provide these.

Then too, it should also be remembered in this connection, that a large portion of the property which is taxed to defray the expenses of furnishing and maintaining our schools, belongs to non-resident tax payers, who are very largely benefited by good schools—hence, the amount for each individual tax-payer who resides in the district, to pay, is, when scattered over the whole taxable property, is very small compared with the benefits the children derive from having a comfortable, healthy, attrac-

tive, commodious school house, properly furnished with seats and desks, maps, globes, charts,

BLACKBOARDS, ETC.

The tax is but a *trifle* compared with the benefits *all* enjoy—such a trifle that directors ought not to hesitate to provide these things.

VENTILATE!

PUPILS will do a third more work—teachers will be in a pleasant, healthier mood, and everything will go on with less friction, if more attention is paid to ventilation.

There is plenty of *pure air*! Secure it, by all means. You will not be able to exhaust the supply. It is the one abundant element for schools that is cheap.

Ah! why—to put it mildly—poison the air and destroy the health and deaden the energies of both teachers and pupils in our school rooms?

Have plenty of *fresh, pure air*.

More than one-half of the diseases that afflict the human race can be directly traced to the breathing of foul and impure air. Proper ventilation will go far to secure good health and good spirits, while neglect to do this will certainly produce disease to a greater or less extent.

BLACKBOARDS.

Let the walls of the school house be hard finished—that is, finished with a half-inch coat of plaster of Paris, and after it is thoroughly dry, apply three coats of

HOLBROOK'S LIQUID SLATING on all the space in front, sides, and in the rear of the seats. To properly apply it use a fine camel's hair brush. Thoroughly shake the slating, and pour a small portion into a shallow vessel, and apply with quick strokes from right to left, without repeating as in painting. Two hours after the first coat is applied, a light rubbing with emery paper prepares it for a second coat. A third coat is usually required to make a durable and thoroughly first-class blackboard. Total cost:

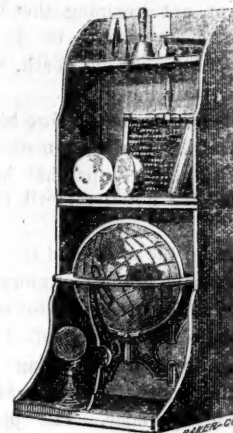
Slating, one gallon.....	\$8 00
Brush.....	75
Emery paper.....	10
Labor.....	2 50
Total.....	\$16 85

The base board or wainscoting should not be more than two feet high from the floor, and a strip of board or moulding should be run along the top of the wainscoting, to form a receptacle for crayons, blackboard erasers, &c. Three and one-half feet above this nail a narrow strip of moulding for the upper side of the blackboard, and you are then prepared to apply the slating, which comes in cans holding from one pint to a gallon.

Next to a good blackboard should be a set of

OUTLINE MAPS,

About nine in a set, embracing hemispheres, the continents, political divisions, and, either on the same map or a separate one, the physical appearance of the earth, so far as it is represented by elevations, trade winds, ocean currents, isothermal lines, &c. Such a set costs from \$20 to \$30, according to size.



GLOBES.

An 8-inch globe, with horizon and quadrant, in hinged case, with lock and key, from.....	\$8 to \$15 00
Hemisphere Globe.....	3 50
A set of cube-root blocks.....	1 10
A set of primary reading charts, \$3 50 to 5 00.....	1 50
A ball-bell.....	1 50
A numeral frame.....	1 50
Writing charts.....	4 50
A magnet.....	50
Teacher's Daily Register, No. 2.....	1 00
Teacher's Daily Register, No. 3.....	1 25
Object teaching forms and solids.....	3 25

A total of \$60 to \$80 for Blackboards, Globes, Clock, Outline Maps and other necessary apparatus, will cover a very good outfit in every district school, aside from the school furniture; and school desks of the most improved styles can be had for an average of \$2 to \$2.50 per pupil, while the ordinary cost of pine benches is about \$2 per pupil.

These estimates should be made in addition to the amount needed to pay the teachers, at the regular annual meeting, and the money should be collected, to be drawn upon to pay the wages of the teacher at the end of each month.

The most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Reading and Writing Charts, a Globe and a Blackboard, teachers can instruct a class of twenty or thirty more effectively and profitably, and do it in less time than they would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps as can be done without them—a fact which school boards should no longer overlook, and provision should be made for these necessary things, at the annual meeting.

THE REAL AND THE IDEAL.

NEAR the close of the battle of Montenea, in Arcadia, where Epaminondas was general of the Thebans and their allies, he was mortally wounded, and carried to an eminence where he could guide the movements of the battle, and would not consent that the deadly weapon should be drawn from the wound till he saw as he thought, his troops successful and their victory sure. Then he died triumphant, not dreaming that his victorious army would be paralyzed with the news of his death, and the battle remain indecisive.

Epaminondas had before his mind the ideal, and almost made it the real. But the troops that he commanded had not the spirit of their leader.

To make the most and the best of what we have is the real glory of the teacher, as the great Creator sees and appreciates it. It may often be our privilege to train the "village Hampden," the "mute, inglorious Milton," if nothing grander. The spirit and the aims of the highest and greatest men and women, may be enkindled by our zeal with a ray or a beam, in many a humble breast, and become the guiding light and beacon in many a humble home.

The mother of John Ruskin has had her bounteous reward. The mother of John and of Charles Wesley has had many "rise up to call her blessed."

If the child is thoroughly understood and symmetrically developed, it will grow up into noble manhood, even without some of the modern improvements.

The ideal of personal character, or the inner man, ought to be raised higher than the ideal of intellectual power and culture, if either one is properly to be placed consciously above the other, simply because it is character and not intellect that constitutes the most efficient power in the long warfare of life; as it is character that becomes the moving power and balance-wheel that both propels and regulates the whole machinery, the inner workings of the soul and of the mind. Character is as the steam power that drives all the man's talents, and is the creative force internally that organizes all the secret impulses and that marshals them to act, in this respect resembling the general who summons his soldiers from all quarters and disciplines and commands the mighty army—like Baron von Steuben in the American Revolution, and Admiral Coligny during the rise of the Huguenots of France.

Character is chiefly the offspring of the will. Will is the regnant power of the soul by divine right in a legit-

imate sense. Will is influenced by motives which are supplied as incentives or drawbacks, impelling or repelling any given act or course of action.

None of us know what good we are doing. None of us are competent to measure the growth of powers which we foster and stimulate, as with the Sunday-school teacher in the London streets, who took little ragged Robert Morrison into his class—the Robert who became Dr. Morrison in China, and author of the great dictionary in China and English that opened the language of hundreds of millions of people to the study of all Christendom.

So much may be said, were this mortal life to be the sum and end.

But how much more, infinitely more and better, may be said of the perpetual ascent in knowledge and wisdom and goodness during the endless life of the immortal beings whom we teach, wherein the real is eternally rising nearer to the perfect ideal, the errors yielding to truth, the faults disappearing as the virtues enhance, with the transporting certainty of a never-ending improvement in all the nobler traits of manhood.

In view of such results, let teacher, and parent, and trustee redouble all efforts with fresh ardor, in the assurance that "whatever a man soweth, that shall he also reap." "In due season ye shall reap, if ye faint not.

L. W. HART.

THE St. Joseph Herald, referring to the very interesting and instructive report of State Superintendent Shannon, recently submitted to the Governor, and published in the St. Louis papers, says:

"There is at least one State officer of whom every citizen can be proud, R. D. Shannon, the Superintendent of Schools. His reports are full of interest, instruction and value, and are pervaded by a noble spirit. There is hope for Missouri when the Democrats can elect such a man to office."

NEBRASKA wheels into line, as will be seen by the "official" statement of Hon. S. R. Thompson, in the "official department."

The law provides for the payment of every teacher in Nebraska, every month.

Teachers should make contracts on this basis.

HORSFORD'S ACID PHOSPHATE is prepared according to the directions of Prof. E. N. Horsford, of Cambridge, Mass., the well known authority on nutritious bread and the cereals. Useful in Dyspepsia, Nervous Diseases, Mental and Physical Exhaustion, etc.

ALL matter intended for publication in this journal must be in the hands of the printer by the 20th of the month preceeding date of issue.

KANSAS.

DR. GEO. W. COOPER, editor of the *Garnett Journal* says: "One of two things should be a standing maxim of every school board, and that should be: Positive power put in the hands of the principal and teachers to govern their schools as they think best, or, if the rod is excluded from school, substitute in its place expulsion."

"With certain scholars the rod or expulsion is the only cure, and the positive cure is necessary to the proper outlay of the public money."

Which is all true—but expulsion only throws upon the street just that element which most needs the training and discipline of the school.

Training is just what the boy and girl needs—and not expulsion!

Here is a force running in the wrong direction. What is all education but the training and putting this inexperience into right and proper channels?

It is discipline that is needed, doctor, and not expulsion!

A GREAT GAIN.

THERE has been a great gain—a great advance made by the people of Missouri the last six months—esthetically, artistically, intellectually and theologically.

Missouri is just now a very hopeful and fallow field.

Several wealthy gentleman residing east of the Mississippi river, with great hearts and well filled purses have sent to the State tens of thousands of well bound, elegantly printed and profusely illustrated books—books of high moral tone, books of artistic merit, series of books with a large variety of original and selected matter.

In addition to this they have employed—well, we do not know how many—gentleman—colporteurs, who with zeal and industry have visited all parts of the State setting forth in unmistakable language the merits of their books—merits esthetic, artistic, theological, political, intellectual, philosophical, philosophic and poetical.

The realm of "high art" has been invaded and discussed, and art not so high.

The relative lengths and want of length of the caudal appendages of "rodents" have been clearly and specifically pointed out—the eyes, hair, arched back and sex of certain "feline" pictures have been talked over fully and somewhat freely.

The tendencies moral and tendencies otherwise of certain lines have been laid bare to astonished and waiting eyes and ears.

Under the tuition of these earnest teachers and colporteurs thousands of

citizens heretofore uninformed on these technicalities have become zoologists, botanists, readers, poets, philosophers, and, we may safely say, statesmen!

Has there not been a great gain, a great advance? Have not the people come out ahead! Have they not been supplied with the best books—well printed, well bound, beautifully illustrated, filled with the best reading, and all this, too, at a very low price?

We think so. We do not see why the Immigration Societies should not prosper; why people who have children to educate should not come to a State so well cared for, so liberally supplied with school-books at such low rates.

We think schools can be run six months easily, perhaps eight.

We think things begin to look very much better. In fact, eastern publishers begin to crowd the columns of this journal with their statements of what they have for the schools.

Let the teachers, and the school officers, and the people, and the parents take advantage of "the boom" and turn this gain to the best account in the direction of better schools, longer terms and better teachers with better wages and have them promptly paid at the end of each month.

WM. WOOD & Co. of New York, one of the best and most responsible book houses in the country, call attention, on the first page of this issue to several of their publications.

That "Grammar of Grammars," by Gould Brown, and their Physiology, as well as their other books, rank first in the country.

J. H. BUTLER & Co. have gotten up an elegant set of reading charts, hung on beautiful brackets, which are not only very convenient, but quite ornamental to every school room.

Thirty charts at the very low price of \$5 per set. See their announcement on page 16.

G. I. JONES & Co. come literally to the front on the first page of this issue, with their announcements of a number of new and first-class books by Western authors, published in the West, but already extensively introduced and used and endorsed by the leading schools in the East.

Don't fail to read over carefully what they say, and send in your orders.

THE only reason D. Appleton & Co. stop announcing on page 16 the adoption of their list of school books, is the lack of room in our columns.

They more than fill them full, and would if they had been twice as long. A good showing. Read it.

Recent Literature.

FRIDTHIOF'S SAGA; a Norse Romance, by Esaias Tegner, Bishop of Wexlo. Translated from the Swedish by Thomas A. Holcomb and Mary A. Lyon Holcomb. Chicago: S. C. Griggs & Co. London: Truebner & Co. 1877. For sale by Book and News Company.

Nearly fifty years ago, Longfellow published a notice of this remarkable poem, giving a translation of many beautiful passages into English verse, equally excellent. This made our American public well acquainted with the main features of the poem—its exquisite naivete, its great variety of metres, and its atmosphere of semi-antique heroism. Since that time we have had, only quite recently though, a number of English versions, but no one of them equal to Longfellow's in faithfulness to the spirit and native tone of the original. It has been well said that Longfellow transplants when he translates. Other translators are like those who give us dried herbs, while Longfellow brings us the living plant growing in the soil of our own garden.

Of the many fine poetic gems that this poem contains, perhaps the greatest favorites are the cantos numbered III. Fridthiof's Inheritance; IX. Ingeborg's Lament; X. Fridthiof at Sea; XV. The Viking Code; XIX. Fridthiof's Temptation; XXI. King Ring's Drapa (dirge).

Canto XXI, the dirge, is written in that famous alliterative stanza of the Old Norse Sagas; here is a specimen of it:

"Ring, great in riches,
Rideth o'er Bifrost;
Bends with its burden,
Bridge of the gods.
Wide for his welcome
Valhal it opens,
Hands to the hero
Heaven extends.

"Absent is Asa-Thor,
Active in warfare.
Beckoned by Odin
The beaker is brought;
Frey the king's graces
With garlands of grain-ears,
Blossoms the bluest
Binds Frigg therein."

The alliterative stanza, as may be seen in the specimen, uses the rhyme-letter twice in the first line and once in the second line—usually it is the initial letter of the first and last words of the first line, and of the first word of the second line.

The Viking's Code is the most bizarre in its effects:

"Now he floated around on the desolate sea, like a prey-seeking falcon he rode,
To the champions on board he gave justice and law; wilt thou hear now the sea-viking's code?
'No tent upon deck, no slumber in house; for a foe stands behind every door.
But the shield must be the viking's couch, his sword in hand, his tent the blue sky overhead.
'The hammer of victorious Thor is short, and the sword of Frey but an ell in length;
But the warrior's steel is never too short if he goes near enough to the foe."

The prose form of the Fridthiof Saga is given in *The Viking Tales*, edited by Professor Anderson, and is also published by Messrs. Griggs and Company of Chicago. We trust that the young scholars of our colleges and universities will avail themselves of this opportunity to study the literature that preserves for them the noble, free, brave spirit of their northern ancestry. W. T. H.

THE Legislature of Wisconsin (vote of 95 to 1 in the House) have just passed an Act directing the State Superintendent to purchase 600 Webster's Unabridged Dictionaries to supply that number of its public schools, the other districts being already supplied under previous legislation.

In the *North American Review* for February the first article is by Cardinal Manning and treats of the relations of the Roman Catholic Church to modern society. The eminent author does not undertake to discuss the broad question of the relations of the Church to the State in general—whether the one is subordinate to the other—but simply essays to determine "what can be and what ought to be the relations between the Church in the nineteenth century and the political society of the world in the nineteenth century."

Ex-Senator Howe contributes a pungent article entitled "The Third Term."

George Augustus Sala contributes an entertaining article entitled "Now and Then in America."

The book notices of this number of the *Review* are from the pen of H. W. Hazeltine.

The *Review* is for sale by booksellers and newsdealers generally.

D. Appleton & Co., Publishers, New York.

THE great revival in the iron business has not only exhausted the stock on hand, but has so far outrun the means of supply that the United States has suddenly become the prompt customer of about all the ore and odds and ends of scrap iron that Europe has to spare. This iron is pouring into Baltimore so fast that the custom officials have been increased, and even now cannot dispose of it all, though they dispatch train-load after train-load night and day for Pittsburg and points further west. The duties on iron alone amounted to \$80,000 in three days recently, and a railroad official says that the receipts will average 1,000 tons daily for the next 15 months, while the *Baltimore Journal of Commerce* goes even higher and puts next year's importations at 500,000 tons.

If we do not educate more, we must pay for the unwise laws enacted by incompetent members of the Legislature.

Three months schooling a year will not create a generation of wise men and women into whose hands the destiny of the State will soon be placed. Better arrange for a six months' school at least, at the next annual meeting, and arrange also for securing a competent teacher to conduct it.

This can be done by levying and collecting money enough to pay them a living salary, and paying it every month as it ought to be paid.

GET the facts all ready; talk them over with the people; show how and why the pupils lose in nine months while they are out of school, nearly or quite all they gain while in school, and the voters will in most cases levy tax enough to continue the schools six months.

Encourage pupils to tell what they have read.

NEBRASKA—Official.

S. R. THOMPSON, State Supt.

THE PAY OF TEACHERS.

When a teacher should be paid depends entirely on the terms of the contract, which should always include this item.

Teachers may be hired by the month, day or year, as the board prefers and the teacher agrees.

When the times of payment are not specified, monthly payments would be understood, usually.

School boards have the same right to furnish text-books for use in the school as any other "apparatus," that is, when the district has voted a tax for the purchase of "apparatus" or "text-books."

Great loss has often occurred from the want of suitable books in which to

KEEP A RECORD

of the district business.

It will be found economy to furnish school officers with all needed helps for the discharge of their lawful duties.

The director and moderator have no right to give orders on the county treasurer to any person but the district treasurer, and if they are given the county treasurer should not pay them. It is

NOT ILLEGAL

for a county superintendent to engage in teaching, provided his work is not sufficient to occupy all his time.

In all of the larger counties there is enough legitimate and necessary work to occupy the whole of a county superintendent's time; but whenever he finds it necessary to engage in some other employment, teaching is on many accounts the most desirable.

A superintendent who teaches part of the year, will be quite as likely as any other to keep himself in sympathy with the educational spirit of his county, and keep up his appreciation of the difficulties under which teachers labor.

A YOUNG LADY

For some time an attendant of one of our Normal Schools, desires a position to teach for the Spring and Summer. Refers to W. J. Gilbert and the Editor of this Journal. Address

MISS SUSIE LOGAN,
1836 Oregon Avenue, St. Louis.

13-3

The Cairo Short Line.

This line, via Du Quoin, under the able and careful management of Mr. Geo. W. Parker, not only holds its own, but gains constantly in its earnings, in its business, in its popularity—and what is more and better, in its mileage.

It now runs on through to Eldorado, giving another outlet in a short, direct, route to the South and Southeast.

Its equipment is first-class in all respects, and its management is in the hands of those who believe in extending every possible facility to its patrons, which insures both success and satisfaction.

IOWA.

Official Department.

BY C. W. VON COELLN, STATE SUPT.
Editors Journal:

Sundry Rulings.

1. The Board of Directors have the power to adopt books for use in the schools of their district (see Sec. 1728, S. L., 1876), and to provide that at a time stated, all other books shall be discontinued.

2. If an officer fails or refuses to perform a duty enjoined upon him by law, he can be compelled to act by a writ of mandamus from a court of law.

3. It is the practice of the courts to attach great importance to the provisions of written contracts. The terms of such contracts must be adhered to unless both parties otherwise agree.

4. The Board may contract to pay a teacher an amount additional to compensation for personal services, and he may supply the services of an assistant teacher who must hold the certificate required by law. (See Sec. 1758, S. L., 1876.)

5. A party in whose favor an appeal is decided has the remedy of a writ of mandamus from a court of law, to enforce the decision of appeal.

7. A board of directors may not make an agreement, which for a money consideration, or other equivalent, shall be intended to be perpetual. A contract of such kind must contain a privilege to close the agreement upon the payment of a sum fixed, and such amount remaining unpaid, the contract will be in force.
Feb. 20, 1880.

Chicago Through Line.

There has been a steady increase of travel over the "Chicago Through Line" since the new arrangement was inaugurated of sending the Illinois Central train via the Vandalla line from St. Louis to Chicago.

"Old Honesty" himself, which is the short for John Bentley—agent of the "Through Line" pulls very strongly and steadily and persistently too for his share of the business—and he gets it—for he has, as he deserves, hosts of friends; he has a good line, through cars, first-class equipment, steel rails and quick time.

The fact is, a line, like the *Illinois Central Railroad* from Sioux City, Iowa, across the State to Dubuque, and thence across Illinois to Chicago and lengthwise the State from Duluth to Cairo, with its numerous branches and feeders—with direct through connection also to and from St. Louis north and south, and from Cairo on through Kentucky, Tennessee, Mississippi and Louisiana, to New Orleans.

Such a through line, with its magnificent equipment of day coaches and sleeping coaches and its miles and miles of freight, or "burden trains"—such a line with its connections is something of a magnet in and of itself, drawing traffic and travel—managed at the same time so economically and yet so liberally that it pays nearly if not quite all the expenses of the State government of Illinois.

Such a railroad is an immeasurable advantage to the people from New Orleans to St. Paul, and honest John Bentley never tires of telling the people about it, and there is no danger of their ever overestimating its benefits.

Take the "Chicago Through Line."

HORSFORD'S ACID PHOSPHATE In Malarial Prostration.

Have used Horsford's Acid Phosphate considerably, and like its effects very much; especially in malarial prostration.
G. M. BELL, M. D.

BENTON HARBOR, MICH.

MISSOURI.

Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

TO COUNTY CLERKS AND COMMISSIONERS, Gentlemen:

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

FORM FOR ESTIMATES FOR 1880—81.

To the County Clerk of Henry County, Mo.:

Dear Sir—Please find herein an estimate of the amount of funds necessary to sustain the School in District No. 4, Township No. 41, Range No. 24, for the period of six months, and other amounts required.

For Teachers' Fund,	-	-	-	-	\$300 00
For Building Fund,	-	-	-	-	400 00
For Incidental Fund,	-	-	-	-	100 00
For Interest on Indebtedness,	-	-	-	-	50 00
For Sinking Fund,	-	-	-	-	50 00
Total,	-	-	-	-	\$900 00
Deducting Cash on Hand,	-	-	-	-	\$150 00
Deducting amount estimated from Public Funds,	-	-	-	-	50 00
					200 00

Amount to be levied on taxable property of the District, - \$700 00

I hereby certify that at the Annual Meeting, on the first Tuesday in April, 1880, it was ordered that School be held for the period of six months, and that the various amounts above specified were appropriated for sustaining and carrying on the same; that a majority vote was given to increase the levy to 65 cents on the \$100 valuation, if so much was needed to raise the amounts for Teachers' and Incidental Funds; that a separate vote was taken for building purposes, and two-thirds of the voters in the district voted in favor of a levy for the above amounts, and the other amounts are needed for valid existing indebtedness and interest on same, which are not restricted by the Constitution to any definite per centum.

JOHN DOE, District Clerk.

The Clerk will draw a line through any portion of the certificate not suited to the action of the meeting.

GUERIN as a real artist stands at the head.

His genius in light and shade in photography is something marvelous.

His pictures stand out as perfect and distinct as a line engraving, so that his studio, at 627 Olive Street, has not only become famous throughout the Mississippi Valley, but a grand medal was awarded him at Paris at the World's Exhibition in 1878.

Since then he has made steady and rapid improvement in his art, until to-day he stands unrivalled and without a peer in his line.

TO PROFESSIONAL MEN.

The Readers and Writers' Economy Company is an organization of literary workers for the purpose of making known to each other the best methods of saving time and labor at the desk, and of supplying themselves and others with the best office and study furniture and appliances.

Economy of time, economy of labor and economy of money is the aim of the association. An agency of the company has been established at the Normal School.

If you wish the best articles to use in the study,—tables, revolving book cases, book supports, paper and pamphlet binders, paper fasteners, copying books, reading desks, book holders, etc., write for list of articles and prices. Money saved, time saved, labor saved. Work made effective. Address

ECONOMY AGENCY,
13-3 Normal School, Edinboro, Pa.

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Without Change of Cars.

Making direct connections at St. Louis for Kansas City, Leavenworth, Denver, St. Joseph, Atchison, Little Rock, Denison, Galveston, and all points Southwest.

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Without Change of Cars.

175 miles the shortest route to Memphis, Vicksburg, Mobile, New Orleans, and all points South. This is also the direct route to Decatur, Pana, Vandalia, Terre Haute, Vincennes, Evansville, Shawneetown, Peoria, Canton, Keokuk, Warsaw, Farmer City, Clinton, Mt. Pleasant and Springfield.

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Without Change of Cars.

The only direct route to Galena, Dubuque, Waterloo, Cedar Falls, Charles City, Ackley, Fort Dodge and Sioux City.

Elegant Drawing-room Sleeping-Cars run through to St. Louis, Cairo, New Orleans and Dubuque.

Baggage checked to all important points.

Ticket Offices at Chicago—121 Randolph street; Great Central Depot, foot of Lake street; Union Depot, foot of Twenty-second street.

W. P. JOHNSON, Gen. Pass. Agt., Chicago.
J. F. TUCKER, Gen. Sup., Chicago.

x-3 12



THE JOHNSON REVOLVING BOOK-CASE.

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Holds more books in less space than any other device—Rotates at a finger's touch—Shelves adjustable at heights desired—Each shelf is 16 inches square, holding a set of Appleton's Cyclopaedia. Made of iron, it cannot warp or wear out. Beautifully ornamented, making a handsome and novel piece of furniture. Sizes for table hold 1 or 2 tiers of books; sizes for floor hold 2, 3, or 4 tiers of books, as desired. Send for descriptive price list. Inside contains our NEW ILLUSTRATED CATALOGUE, with over 300 illustrations of Educational and useful articles.

BAKER, PRATT & CO.,
School Furnishers, and Dealers in everything in the
Book and Stationery line,
HEADQUARTERS FOR ALL SCHOOL SUPPLIES,
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THE COMBINATION DESK & SEAT.

Combination Desk and Seat.



Desk and Seat.

Back Seat to start the rows with.

This "Combination Desk" is used in most of the schools in St. Louis, and answers a most

admirable purpose. It is as strong, durable and substantial as the 'curved folding-alat seat' but it is cheaper, and is entirely satisfactory.

Five sizes of the "Combination Desk and Seat" are made, to suit pupils of all ages.

Size 1, Double, High School, seating two persons from 15 to 20 years of age. Price,

Size 2, Double, Grammar School, seating two persons from 12 to 16 years of age. Price,

Size 3, Double, First Intermediate, seating two persons, 10 to 12 years of age. Price,

Size 4, Double, Second Intermediate, seating two persons 8 to 11 years of age. Price,

Size 5, Double, Primary, seating two persons 5 to 9 years of age. Price,

Back or starting seats to correspond with any size desk. Price,

These desks are the plainest and cheapest in price of any manufactured. The seats range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater, and more graceful in design than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age. Floor space 3½ by 3½ feet.

Is it Economical?

This question is eminently proper. The "Home-made Desks" are clumsy and ill-shaped at best—they cost nearly as much as the improved school desks in the first place. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more for the two lots of poor desks than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks in the first place—for these will last as long as the school house stands.

This Combination Desk and Seat, after a thorough trial of more than twelve years, has just been re-adopted for use this year by the Board of Education in St. Louis.

Tools to Work With.

Will SCHOOL OFFICERS as well as TEACHERS, please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of *twenty or thirty* more *effectively and profitably*, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do *twenty or thirty times as much work* in all branches of study with these helps as he can do without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

BLACK BOARDS,

ALL AROUND THE ROOM.

A Set of Outline Maps,

A Set of Reading Charts,

A Set of Writing Charts,

A Set of Physiological Charts,

A Globe, Crayons, Erasers, &c., &c.

Blackboards of *slated paper*, that you can hang up for the children at home, or blackboards put on to every spare inch of surface in the school room are cheap and of great value for drawing and for illustrating the lesson. The *BEST* surface, that which has been tested for *years*, never failing to give *entire satisfaction*, is the *HOLBROOK Liquid Slatting*.

Hon. S. R. Thompson, State Supt. of Public Instruction of Nebraska under date of Jan. 1, 1879, says: "The *Slated Paper* ordered for blackboards came promptly to hand. It is admirably adapted for the purpose—in fact it is all that can be desired—for a *BLACK BOARD*."

For circulars and other information, for *EVERYTHING* needed in schools, address with stamp, for reply, and send direct to

J. B. MERWIN,

Manufacturer & Dealer in School Supplies of all kinds, No. 704 Chestnut Street, St. Louis, Mo.

Webb's First Lessons

IN LANGUAGE AND DRAWING.

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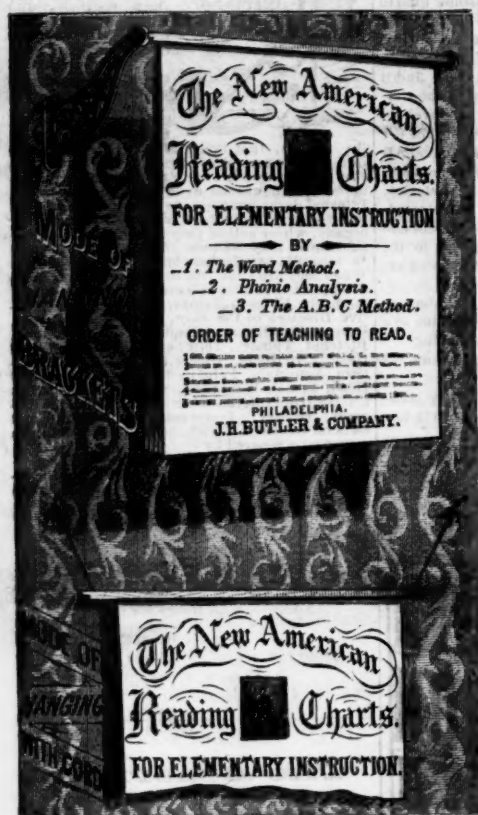
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